

City Life Center, Gary, IN, Cohort 10 Proposal

NAME OF LEA OR ORGANIZATION	CITY LIFE CENTER
ADDRESS	225 W 5 TH AVE, GARY, IN 46402
COUNTY	LAKE
NAME OF CONTACT PERSON	KEN PATRICK BARRY
TITLE	EXECUTIVE DIRECTOR
PHONE NUMBER	219-880-4851
EMAIL	KEN@CITYLIFENWI.ORG
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	SAME
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	SAME

NAME OF SCHOOLS TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
STEEL CITY ACADEMY ELEMENTARY, 9980	99%	A	30	K-3
21 ST CENTURY CHARTER SCHOOLS, 9545	86%	C	140	K-12

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
CITY LIFE CENTER	225 W 5 TH AVE ST, GARY, IN 46402	GARY/LAKE
21 ST CENTURY CHARTER (MIDDLE), 9545	556 WASHINGTON ST, GARY, IN 46402	GARY/LAKE
21 ST CENTURY CHARTER (HIGH SCHOOL), 9545	1440 E 35th Ave, Gary, IN 46409	GARY/LAKE
STEEL CITY ACADEMY ELEMENTARY, 9980	2650 W 35th Ave, Gary, IN 46408	GARY/LAKE

TOTAL GRADE LEVEL(S) TO BE SERVED	KINDERGARTEN THROUGH 12TH
PRIORITY AREA	SOCIAL EMOTIONAL LEARNING
OPERATING HOURS	<ul style="list-style-type: none"> • AFTER SCHOOL <ul style="list-style-type: none"> ○ CITY LIFE CENTER (21ST) (K-5), M-TH, 3:00P TO 6:30P ○ 21ST CENTURY CHARTER (MIDDLE SCHOOL), 3:30P TO 6:00P ○ 21ST CENTURY CHARTER (HIGH SCHOOL), 3:30P TO 5:30P ○ STEEL CITY ACADEMY ELEMENTARY, (K-12) 3:30P-6:30P • SPRING BREAK (K-12), M-TH, 3:30P TO 6:30P • SUMMER, (K-12), M-F, 9:00A TO 2:00P
PROGRAM INCOME	No

Assurances

The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence-based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and

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- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003.
- The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- All partners will review and comply with the above assurances.

City Life Center

Applicant Name (LEA or Organization)

Ken Patrick Barry

Authorized Signature

8/11/2020

Date

SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

Dana L Teas

**MEMORANDUM OF UNDERSTANDING
CITY LIFE CENTER (CLC) and 21ST CENTURY CHARTER SCHOOL (21CCS)**

The CLC, hereinafter referred to as CLC, and the 21CCS, hereinafter referred to as 21CCS, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by CLC from the Indiana Department of Education.

CLC and 21CCS desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. CLC and 21CCS will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at 21st Century Charter School.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

CITY LIFE CENTER agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Work collaboratively with 21CCS to identify high-priority student participants and to meet needs of youth served in the program.
3. Develop common confidentiality guidelines to share information between CLC and 21CCS to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE.
5. Maintain coordination of other agencies and service providers with 21CCS.
6. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
7. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program. This includes providing 21CCS with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.
8. Provide professional development opportunities to staff assigned to 21CCS.
9. Assume payroll responsibilities for afterschool positions, as budgeted
10. Purchase materials/supplies in accordance with the 21st CCLC budget
11. Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues
12. Provide access to assessment and other available data for the purposes of program evaluation
13. Provide evidence-based curriculum, instruction, and enrichment activities that align with classroom activities including: Homework help, tutoring, Literacy, STEM, Visual and Performing Arts Education, and Physical Education

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21st Century Charter School will:

1. Work with Site Coordinator to support their collaborative work with school administrators and partner agencies.
2. Designate a 21CCS employee to serve on the Advisory Group.
3. Provide office, classroom and other activity space on the campus.
4. Recommend instructors to serve as 21st CCLC Staff
5. Assist in the recruitment, referral, and persistence students in the afterschool program
6. Aid in effective parent and family engagement outreach and activities
7. Communicate and collaborate with all partners as needed
8. Help to establish a collaborative relationship between school day staff and afterschool staff to help to establish clear linkages with the school day
9. Complete paperwork related to and associated with the program
10. Provide access to assessment and other available data for the purposes of program evaluation
11. Participate in the evaluation of the afterschool program at the local, state, and federal levels
12. Make available general school demographic and student population profile data
13. Appoint a liaison staff member to assist with gathering student data necessary to meet grant requirements and maintain strong communication between day and After School programs
14. Collaborate on community wide parent sessions
15. Strongly encourage completion of 21st CCLC teacher surveys

TERMS

The term of this Memorandum of Understanding shall commence no earlier than May 31, 2021 and continue through May 31, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

CLC agrees to indemnify, defend and hold harmless 21CCS, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of CLC. It is understood that such indemnity shall survive the termination of this Agreement.

21CCS agrees to indemnify, defend and hold harmless CLC, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of 21CCS. It is understood that such indemnity shall survive the termination of this Agreement.

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WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

APPROVALS

Ken Patrick Barry 8/10/2020
LEA Authorized Signature Date

Dana L. Teasley 8/10/2020
21st CCS Authorized Signature Date

**MEMORANDUM OF UNDERSTANDING
CITY LIFE CENTER (CLC) and STEEL CITY ACADEMY (SCA)**

The **CLC**, hereinafter referred to as **CLC**, and the **SCA**, hereinafter referred to as **SCA**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **CLC** from the Indiana Department of Education.

CLC and **SCA** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **CLC** and **SCA** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Steel City Academy**.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

CITY LIFE CENTER agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Work collaboratively with SCA to identify high-priority student participants and to meet needs of youth served in the program.
3. Develop common confidentiality guidelines to share information between CLC and SCA to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE.
5. Maintain coordination of other agencies and service providers with SCA.
6. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
7. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program. This includes providing SCA with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.
8. Provide professional development opportunities to staff assigned to SCA.
9. Assume payroll responsibilities for afterschool positions, as budgeted
10. Purchase materials/supplies in accordance with the 21st CCLC budget
11. Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues
12. Provide access to assessment and other available data for the purposes of program evaluation
13. Provide evidence-based curriculum, instruction, and enrichment activities that align with classroom activities including: Homework help, tutoring, Literacy, STEM, Visual and Performing Arts Education, and Physical Education

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Steel City Academy will:

1. Work with Site Coordinator to support their collaborative work with school administrators and partner agencies.
2. Designate a SCA employee to serve on the Advisory Group.
3. Provide office, classroom and other activity space on the campus.
4. Recommend instructors to serve as 21st CCLC Staff
5. Assist in the recruitment, referral, and persistence students in the afterschool program
6. Aid in effective parent and family engagement outreach and activities
7. Communicate and collaborate with all partners as needed
8. Help to establish a collaborative relationship between school day staff and afterschool staff to help to establish clear linkages with the school day
9. Complete paperwork related to and associated with the program
10. Provide access to assessment and other available data for the purposes of program evaluation
11. Participate in the evaluation of the afterschool program at the local, state, and federal levels
12. Make available general school demographic and student population profile data
13. Appoint a liaison staff member to assist with gathering student data necessary to meet grant requirements and maintain strong communication between day and After School programs
14. Collaborate on community wide parent sessions
15. Strongly encourage completion of 21st CCLC teacher surveys

TERMS

The term of this Memorandum of Understanding shall commence no earlier than May 31, 2021 and continue through May 31, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

CLC agrees to indemnify, defend and hold harmless SCA, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of CLC. It is understood that such indemnity shall survive the termination of this Agreement.

SCA agrees to indemnify, defend and hold harmless CLC, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of SCA. It is understood that such indemnity shall survive the termination of this Agreement.

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WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

APPROVALS

<i>Ken Patrick Barry</i>	8/8/2020
LEA Authorized Signature	Date
<i>Kathleen King</i>	8/8/2020
Steel City Academy Authorized Signature	Date

City Life Center, Gary, IN, Cohort 10 Proposal

MEMORANDUM OF UNDERSTANDING CITY LIFE CENTER (CLC) and BETHEL CHURCH AND MINISTRIES (BCM)

The CLC, hereinafter referred to as CLC, and the BCM, hereinafter referred to as BCM, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by CLC from the Indiana Department of Education.

CLC and BCM desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. CLC and BCM will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at BETHEL CHURCH AND MINISTRIES.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

BETHEL CHURCH AND MINISTRIES will:

1. Provide office, classroom and other activity space on the campus.
2. Communicate and collaborate with all partners as needed

TERMS

The term of this Memorandum of Understanding shall commence no earlier than May 31, 2021 and continue through May 31, 2025. This MOU may be reviewed by both parties annually. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

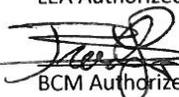
HOLD HARMLESS/INDEMNIFICATION

CLC agrees to indemnify, defend and hold harmless BCM, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of CLC. It is understood that such indemnity shall survive the termination of this Agreement. BCM agrees to indemnify, defend and hold harmless CLC, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of BCM. It is understood that such indemnity shall survive the termination of this Agreement.

WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

APPROVALS

	8/11/2020
LEA Authorized Signature	Date
	8/11/2020
BCM Authorized Signature	Date

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

Check this box if there are no non-public schools within a 5-mile radius of each proposed programming site

City Life Center met with **Steel City Academy** on <08/10/2020> in consultation for participation in a 21st CCLC initiative in **Gary/Lake county**.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Katherine Kirley

Non-Public School Representative



Signature

Ken Patrick Barry

Applicant Representative



Signature

PROJECT ABSTRACT

For the last four years City Life Center (CLC) has been the premiere organization in Gary Indian that offers a range of high-quality services to support student learning and development, that include homework help, tutoring, credit recovery, college and career readiness, STEM, social-emotional learning, recreation and fitness, visual, performing, media and culinary arts and other affinity-based programs. CLC has been afforded the incredible opportunity to serve students from 5 different schools with 21st CCLC programming in both Cohort 8 and 9.

With new funding we will serve 170 students grades K through high school students that receive free or reduced lunch, are economically challenged, and in need of access to the interventions provided by the 21stCCLC program. As it is well known throughout the state, the Gary Schools situation is dire. City Life Center works hard to ensure that we are positioned to help engage students in a way that gives kids and their families hope by providing safe out of school time activities that achieves 21st CCLC outcomes and impact.

In cohort 10 we seek to continue, expand and enhance programming 21st Century Charter School and Steel City Academy. At each site, (4 total) students will engage in: Homework help, tutoring, literacy, math interventions, fine, visual, performing, media, and culinary arts, social-emotional learning, health, nutrition, active play, fitness, and recreation. At our high school site students will be able to participate in CTE course and credit recovery if necessary.

Our goals for cohort 9 are:

1. Improve literacy and math skills
2. Promote positive social-emotional development
3. Improve classroom behavior
4. Improve parent engagement with their children and their children's instructors
5. Give youth voice and a vehicle for artistic expression
6. Increased number of students meet or exceed State & local academic achievement standards in ELA and Mathematics

Key players in the success of our 21st CCLC will be the four principals of the schools we serve, qualified staff, school instructors, parents, Limelight Analytics (3rd Party evaluator) and most important of all – the students we serve.

PROGRAM QUALIFICATION

- **Minimum Criteria:**
 - All youth to be served by City Life Center have over 80% Free and Reduced Lunch (FRL).
- **Origin of Partnership:**

Steel City Academy (SCA) has been a committed partner of City Life Center since the school opened in Gary over 5 years ago. City Life Center's Executive Director and the Executive Director of SCA have worked together on multiple committees across the city and SCA has been is currently a 21st CCLC Cohort 9 site serving middle and high school students. Two years ago, Steel City Academy added grades K-3 to their academic offerings. Cohort 10 will allow CLC to expand services at that site to include elementary school students. An MOU is attached.

21st Century is currently a Cohort 8 site serving Elementary, Middle and High School students. 21st has been our strongest community partner. Having not been renewed for Cohort 8, City Life Center plans to use Cohort 10 to continue to serve the students that are in desperate need of services.

- **Priority Area:**
 - Literacy (strong focus on English/Language Arts) and Social Emotional Learning

PRIORITY POINTS

Applicant qualifies due to demonstrating 90% free or reduced lunch student participation or greater poverty.

- STEEL CITY ACADEMY ELEMENTARY, 9980
- 21ST CENTURY CHARTER SCHOOLS, 9545

NEED FOR PROJECT

1. Data Evidence

Category	Gary Indiana	Steel City Academy	21 st Century Charter
Poverty/Economically Disadvantaged Rate	35.7%	75.4%	77.1%
Unemployment	15.8 %		
Current/Historical School Grade/Rating		A	C
High School Graduation rate		N/A	95.5%
State assessment scores			
• ISTEP Did Not Pass ELA/Math		76%/97%	57%/87%
• ILEARN Below Proficiency ELA/Math		48%/75%	47%/55%
Student enrollment		475	1190
Free/Reduced		90%	86.1%
Student ethnicity			
• Black	84%	94%	93.9%
• White	10%	0.2%	0.2%
• Hispanic	5%	3.5%	3.5%
• Other	1%	2.4%	2.4%
Model Student Attendance Rate		54.6%	62.7%
Students with Disabilities		13.1%	11.3%
Safety and Disciplinary Incidents		109	1295

2. Current Programming:

21st Century Charter Schools have been a part of our 21st CCLC program since its inception in cohort 8. We are not being renewed for cohort 8. We have served 97 annually students of the course of the cohort.

Steel City Academy middle and high school is currently served by CLC’s 21st CCLC cohort 9. At both schools we provide a variety of academic enrichment, SEL and affinity-based programming.

3. Enhance or Expand:

Steel City Academy

Schedule	M-TH, 3:30p – 6:30p
Number of Elementary Students Currently Served	0
Proposed Number of Elementary Students Being Served	30 (20% of K-3 population)

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Steel City has added an elementary school serving K-3. City Life Center seeks to enhance and expand our offering at Steel City to include thirty (30) K-3rd grade students. At this time Steel city has no after school enrichment and Steel City instructors and administration has asked City Life Center to consider providing both before and after school programming that would include reading and math homework help, clubs, early financial literacy, and technology training.

21st Century Charter

Site	City Life Center	21st Century Charter Middle	21st Century Charter HS
Grades Served	K-5	6-8	9-12
Days	Mon. – Thur.	Mon. – Thur.	Mon. – Thur.
Times	3:30p – 6:30p	3:30p – 6:00p	3:30p – 5:30p
Number of Students	75	40	25
Expansion	+10	+13	+20
Enhancements	Implementation of Exact Path	Implementation of Exact Path	SEL, Exact Path, CTE Options and Credit Recovery

Without cohort 8, 21st Century, outside of their sports offerings, 21st Century Charter will not have any after school programs. Cohort 10 not only allows CLC to continue programming but enhance and expand programming to include serving more student at all three schools elementary, middle and high school. 21st Century Charter School has three campuses in three separate locations: 1. Elementary, 2. Middle and 3. High School. We propose to serve 21st in a new way.

4. Identified Needs:

Needs and services were identified by engaging in several conversations with all three principals at 21st Century Charter School, the principal and teachers from Steel City Academy, parents and youth who attend the targeted schools but do not engage in current afterschool.

PARTNERSHIPS

Project Collaboration:

Partner	How partner was identified	Involvement in the process	Type of contribution	How contribution helps
Steel City Academy	Long standing partnership	Principal serves as an advisor to CLC. Engaged in several conversations to help us determine how to enhance or expand programming at the site. Helped to discover gaps in service and determined that the K-3 school needed after school enrichments.	Classroom space, computer lab, assistance with recruitment and retention	Ensures that teachers and students cooperate with CLC staff to ensure achievement of stated objectives and outcomes
21st Century Charter School	Long standing partnership	Engaged in Zoom conferences to help develop a plan to expand services across school sites.		
Bethel Church	Long standing partner	Key leadership serves on the board of directors. These leaders serve as advisors and liaisons to ensure that we continue to have free use of the facility.	20,000 square feet of space as an in-kind donation and access to many volunteer prospects	Gives us a facility to serve up to 150 students where we can execute a high quality 21 st CCLC program

Volunteers:

Recruitment

City Life Center will continue to implement its current volunteer recruitment strategy. CLC reaches out to local subject matter experts to engage kids on both short, and long-term basis. Most volunteers come from Gary and surrounding communities. Our donors also volunteer their time and knowledge.

Impact

The volunteers we recruit must connect directly to a strategic objective that we have and possess the ability to connect their content or service to the desired outcomes. When volunteers provide this service to City Life Center it helps us achieve our performance measures without a cost.

PROGRAM DESIGN

1. Recruitment Criteria:

With the cooperation of school principals, teachers, other administrative staff, IN-QPSA and advisory team members we will identify students most in need of academic enrichment, services and activities to be implemented in the 21st CCLC project. Parents of students will be engaged face to face or by phone and extended the opportunity for the student and family to participate. Parents who respond in the affirmative will be given enrollment documentation and their child will start the program. The second level of recruitment will be the dissemination of understandable and accessible information about the program including a description of the services, the program location, and how to access the program. In addition to hard copy applications, links to web-based applications will be made through the CLC website and social media channels.

Eligible schools: All schools listed on the application cover page qualify to be served by 21st CCLC program

2. Community Data:

The data reflects that on average over 89% of Gary students qualify for free and reduced priced lunch. The bureau of Labor Statistics reports that in June 2020 the unemployment rate was 15.8%. The poverty rate in a city that is over 80% African American is 35.7%. **One out of every 2.8 Gary resident's lives in poverty.** The poverty rate for Indiana is 14.6% which means Gary has a dramatically higher percentage of residents below the poverty line when compared to the rest of the state. Because families suffer from unemployment and underemployment children have been left home unsupervised or under-supervised by siblings that are often middle school age. The city of Gary is in desperate need of OST programs that keep kids safe and engaged

3. Parental Involvement:

To promote parental involvement, family literacy, and related family educational attainment activities we will look to our parent advisory committee to help us gather data on their needs in literacy, education, personal and professional development. After evaluating the responses and analyzing the data we will implement appropriate and evidence-based interventions, outcomes, measurement tools and evaluation methods. Interventions will include but not be limited to our monthly snack and chat activities, technology training, employment readiness training, financial literacy, nutrition and fitness activities, referrals to local adult education services, and referrals to community-based organizations that meet concrete needs for support beyond organizational capacity to serve.

We will also place a special emphasis on activities that creates a network of support for families and builds family unity. We will implement family literacy nights, family fitness nights, and demonstration days that invite families to come see the fruit of what their children are

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learning and doing in the 21st CCLC program. All activities will reinforce learning and equip parents to support their child’s holistic achievement. We will extend an invitation to school administrators and instructors to participate so that relationships that lead to increased understanding between parents and school officials can be built. The overall goal is to encourage parents to attend open houses, pick up report cards, participate in parent teachers’ conferences and increase overall engagement in their child’s academic life.

4. **Snack and/or Meals:**

City Life Center is in the process of applying for the Child and Adult Care Food Program (CACFP) to provide nutritious meals and snacks to eligible children. We will apply to be a food sponsor and follow all guidelines to ensure that students at each site receive a hot healthy meal daily.

5. **Weekly Schedule:**

Site: City Life Center, Serving Kindergarten – 5th (Students from 21st Century Charter)

	Days of Week	Hours per week	Time Schedule
School Year	Monday - Thursday	12	3:30p – 6:30p
Spring Break	Monday - Thursday	12	3:30p – 6:30p
Summer	Monday - Friday	30	8:00a – 2:00p

Site: Steel City Academy, Serving K-3rd Grade

	Days of Week	Hours per week	Time Schedule
School Year	Monday - Thursday	12	3:30p – 6:30p
Spring Break	Monday - Thursday	12	3:30p – 6:30p
Summer	Monday - Friday	30	8:00a – 2:00p

Site: 21st Century Charter School – Middle School

	Days of Week	Hours per week	Time Schedule
School Year	Monday - Thursday	10	3:30p – 6:00p
Spring Break	Monday - Thursday	10	3:30p – 6:00p
Summer	Monday - Friday	30	8:00a – 2:00p

Site: 21st Century Charter School – High School

	Days of Week	Hours per week	Time Schedule
School Year	Monday - Thursday	8	3:30p – 5:30p
Spring Break	Monday - Thursday	8	3:30p – 5:30p
Summer	Monday - Friday	30	8:00a – 2:00p

6. Alignment to Standards:

Indiana Academic Standards

In addition to utilizing evidence-based curriculum and interventions that is already aligned to state standards (Exact Path), the Program Director will work with school administration and teachers to align afterschool program activities and evidence-based curriculum to the Indiana Standards. City Life Center will also hire certified teachers at each site to ensure that instruction aligns with the standards.

Indiana Afterschool Standards

Project will form IN-QPSA teams at each site that is made up of CLC staff, local evaluators, parent, school staff, parents, community partners, and students.

7. Staff Recruitment and Retention:

City Life Center will utilize its vast network of community partners to identify and hire qualified candidates for each position. Our recruitments efforts set as a priority, stringently vetting individuals who reside in the city of Gary or already teach in any of the Gary schools. This helps to improve our ability to hire people understand our students from a racial, city culture and linguistic perspective. We believe strongly that while being careful to avoid any discriminatory practices, our instructors should reflect the culture and values of the students we serve. All potential candidates must go through our rigorous vetting, hiring and onboarding processes per our policies and procedures.

Our retention strategies include paying competitive wages based on the position, experience, credentials and skills of each candidate. City Life Center is known for its culture of employees being treated well and given the tools to succeed in their jobs. The key to our retention has always been our culture. Staff (what we call THE FAM) are not only challenged to excel but given a voice in how we execute on our mission to achieve our goals and objectives. All FAM members are required to engage in all scheduled professional development opportunities.

<u>21st CCLC Staff Positions</u>	
Program Manager	\$20 hour
Certified Teacher Instructors	\$20 hour
Site Coordinator	\$17 hour
Academic Specialist	\$15 hour
Driver(s)	\$13 hour
Parent Engagement Coordinator	\$13 hour
Youth Development Specialist	\$12 hour
Food Service	\$12 hour
Virtual Learning Technical Director	\$10 hour
Youth Development Intern	\$8 hour

EVIDENCE OF PREVIOUS SUCCESS

City Life Center

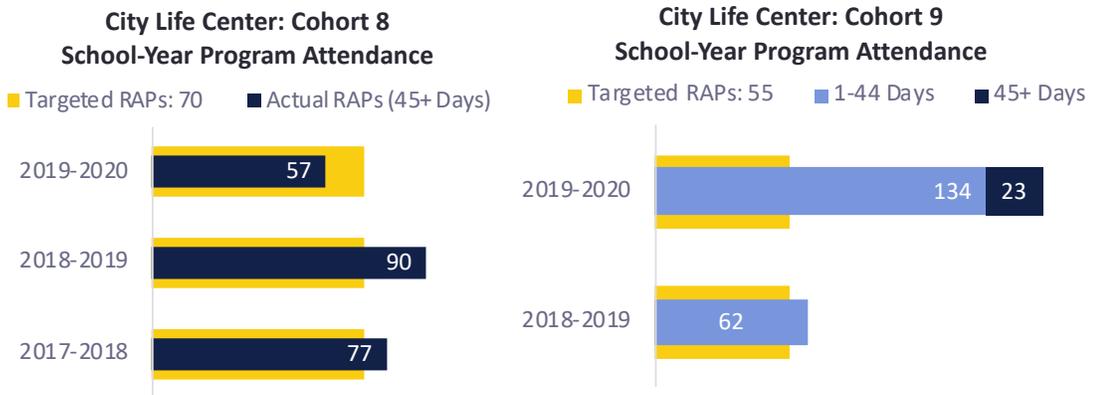
Evidence of Previous Success

2017-2020

Program Attendance

City Life Center has provided 21st CCLC programming for the past 3 years, during both Cohort 8 and Cohort 9.

- City Life Center’s Cohort 8 site shows strong attendance trends since the grant’s inception. The site consistently exceeded the targeted number of RAPs during the first 2 years of the grant. Even with the unexpected early closure of the program during the 2019-2020 school year due to COVID-19, the site still served 57 RAPs for 45+ days.
- The cohort 9 site served 62 total participants during the first year of the grant and 156 total participants during the second year of the grant, with 23 students attended 45+ days during the 2019-2020 school year.
- The program made significant modifications to increase the efficacy of data management and attendance tracking during the 2019-2020 school year. Staff will continue to implement and expand these strategies during the next 2 years of the grant.



2019-2020 Progress Toward Academic Performance Measure

Students who attended the City Life Center afterschool program showed positive outcomes for math and ELA grades during the 2019-2020 school year. Over 75% of 1st-9th graders earned a C or improved their ELA and math grade from fall to spring.

Outcome	Performance Measure
80%	of 1st-9th grade regular attending participants will maintain at least a “C” or improve their ELA grade from fall to spring*
76%	of 1st-9th grade regular attending participants will maintain at least a “C” or improve their math grade from fall to spring*

*Grade data was available for 49 students who attended the program at least 30 days during the 2019-2020 school year. Final spring grades include achievement during virtual learning due to the COVID-19 stay-at-home order.

PROGRAM IMPLEMENTATION

1. Evidence Based Programming:

Our program model will incorporate and implement evidence-based programming through the use of

- Edmentum Exact Path for ELA and Math
- Overcoming Obstacles Social Emotional Learning Curriculum

2. Table

Participation in Cohorts 8 and 9 has taught City Life Center that simplicity and adaptability in program design is critical to student success. We have increased our effectiveness and ability to achieve performance objectives by focusing on Literacy, Math SEL and affinity-based programming.

Elementary Schools

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
Improve academic achievement	1) Increase reading comprehension achievement among regular participants 2) Increase mathematics achievement among regular participants 3) Improve school behaviors that lead to academic success.	1) Tutoring-specific reading and math activities through use of Exact Path 2) "LIT" Academic enrichment learning activities the improves literacy skills utilizing the arts. 3) Affinity and arts-based learning activities that lead to improved academic motivation	1) 40% of regular attending participants will maintain at least a "C" or improve their ELA grade from Fall to Spring. 2) 40% regular attending participants will maintain at least a "C" or improve their Math grade from Fall to Spring. 3a) 25% of regular attending participants will be rated as improved (or no improvement needed) by their classroom teachers on 'completing homework to the teacher's satisfaction.' 3b) 25% of regular attending participants will be rated at improved (or no improvement needed) by their classroom teachers on 'participating in class.'	1) Report card grades 2) Report card grades 3) Teacher Survey
Improve Social and Behavioral Outcomes	1) Increase/ sustain good physical well-being, mental	1) Physical education; visual, culinary performing arts	1a) 50% of regular attending participants will be rated as improved (or no improvement needed) by their classroom	1) Teacher Survey 2) Student

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	and emotional health 2) Increase knowledge of pro-social behavior 3) Improve school behaviors that lead to positive relationships	and sports activities 2) Participation in evidence based Social Emotional Learning 3) Participation in activities that promote teamwork and increased social awareness	teachers on 'identifying their own emotions.' 1b) 50% of regular attending participants will be rated as improved (or no improvement needed) by their classroom teachers on 'accepting responsibility for their actions.' 2) 50% of regular attending participants will report increased pro-social behaviors (working well in groups, getting along with others that are different from them, listening to other's ideas) 3) 50% of regular attending participants will be rated as improved (or no improvement needed) by their classroom teachers on 'getting along well with other students'.	Survey 3) Teacher Survey
Increase Family Involvement	1) Parent/caregiver attends parent/teacher conference 2) Parent/caregiver helps student with projects or schoolwork.	1) Parents attend conference and check-in with site coordinator 2) Parents engage students at home to assist with projects or schoolwork.	1) 40% of parents of regular attending participants will report checking their student's homework at least once a week. 2) 40% of parents of regular attending participants will report attending at least one parent/teacher conference during the school year.	1) Parent Survey 2) Parent Survey

Middle School

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
Improve academic achievement	1) Increase reading comprehension achievement among regular participants	1) Tutoring-specific reading and math activities through use of Exact Path 2) "LIT" Academic	1) 40% of regular attending participants will maintain at least a "C" or improve their ELA grade from Fall to Spring. 2) 40% of regular attending	1) Report card grades 2) Report card grades 3) Teacher

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	<p>2) Increase mathematics achievement among regular participants</p> <p>3) Improve school behaviors that lead to academic success.</p>	<p>enrichment learning activities the improves literacy skills utilizing the arts.</p>	<p>participants will maintain at least a "C" or improve their Math grade from Fall to Spring.</p> <p>3a) 25% of regular attending participants will be rated as improved (or no improvement needed) by their classroom teachers on 'completing homework to the teacher's satisfaction.'</p> <p>3b) 25% of regular attending participants will be rated at improved (or no improvement needed) by their classroom teachers on 'participating in class.'</p>	<p>Survey</p>
<p>Improve Social and Behavioral Outcomes</p>	<p>1) Increase/sustain good physical well-being, mental and emotional health</p> <p>2) Increase knowledge of pro-social behavior</p> <p>3) Improve school behaviors that lead to positive relationships</p>	<p>1) Physical education; visual, culinary performing arts and sports activities</p> <p>2) Participation in evidence based Social Emotional Learning</p> <p>3) Participation in activities that promote teamwork and increased social awareness</p>	<p>1) 50% of regular attending participants will be rated as improved (or no improvement needed) by their classroom teachers on 'responsible decision-making.'</p> <p>2) 50% of regular attending participants will report increased pro-social behaviors (working well in groups, getting along with others that are different from them, listening to other's ideas)</p> <p>3) 50% of regular attending participants will be rated as improved (or no improvement needed) by their classroom teachers on 'getting along well with other students'.</p>	<p>1) Teacher Survey</p> <p>2) Student Survey</p> <p>3) Teacher Survey</p>
<p>Increase Family Involvement</p>	<p>1) Parent/caregiver attends parent /teacher conference</p>	<p>1) Parents attend conference and check-in with site coordinator</p>	<p>1) 40% of parents of regular attending participants will report checking their student's homework at least</p>	<p>1) Parent Survey</p> <p>2) Parent</p>

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	2) Parent/caregiver helps student with projects or schoolwork.	2) Parents engage students at home to assist with projects or schoolwork.	once a week. 2) 40% of parents of regular attending participants will report attending at least one parent/teacher conference during the school year.	Survey
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High School

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
Improve academic achievement	1) Increase reading comprehension achievement among regular participants 2) Increase mathematics achievement among regular participants 3) Improve school behaviors that lead to academic success.	1) Tutoring-specific reading and math activities through use of Exact Path 2) "LIT" Academic enrichment learning activities the improves literacy skills utilizing the arts.	1) 40% of regular attending participants who are enrolled in an ELA course during the school year will earn a minimum of 2 credits in ELA by the Spring. 2) 40% of regular attending participants who are enrolled in a Math course during the school year will earn a minimum of 2 credits in Math by the Spring. 3a) 25% of regular attending participants will be rated as improved (or no improvement needed) by their classroom teachers on 'completing homework to the teacher's satisfaction.' 3b) 25% of regular attending participants will be rated at improved (or no improvement needed) by their classroom teachers on 'participating in class.'	1) Report card grades 2) Report card grades 3) Teacher Survey
Improve Social and Behavioral Outcomes	1) Increase/sustain good physical well-being, mental and emotional health	1) Physical education; visual, culinary performing arts and sports activities 2) Participation in	1) 50% of regular attending participants will be rated as improved (or no improvement needed) by their classroom teachers on 'responsible decision-making.'	1) Teacher Survey 2) Student Survey 3) Teacher

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	<p>2) Increase knowledge of pro-social behavior</p> <p>3) Improve school behaviors that lead to positive relationships</p>	<p>evidence based Social Emotional Learning</p> <p>3) Participation in activities that promote teamwork and increased social awareness</p>	<p>2) 50% of regular attending participants will report increased pro-social behaviors (working well in groups, getting along with others that are different from them, listening to other's ideas)</p> <p>3) 50% of regular attending participants will be rated as improved (or no improvement needed) by their classroom teachers on 'getting along well with other students'.</p>	<p>Survey</p>
<p>Increase Family Involvement</p>	<p>1) Parent/caregiver increases knowledge of high school</p> <p>2) Parent/caregiver increases knowledge about options after high school</p>	<p>1) Parents interact with their child's education at home</p> <p>2) Parents learn about post-secondary options for their child</p>	<p>1) 40% of parents will report that they have become more involved in their child's education (interacting with teachers, checking grades online, learning about high school).</p> <p>2) 40% of parents will report that they have increased knowledge about their child's options after high school.</p>	<p>1) Parent Survey</p> <p>2) Parent Survey</p>

Prepared with help from Limelight Analytics

PROGRAM COMMUNICATION

1. Communication with Schools:

a. Applicable School Leadership

City Life Center communicates with school principal, boards and directors through a direct line of communication. These lines include email, cell phone numbers and a minimum of two annual face-to-face meetings.



b. Applicable School Day Staff.

i. Access to student records to monitor objectives and provide evaluation data
a. MOU's ensure that the 21st CCLC program will have access to necessary student academic records and data.

ii. Alignment of in school and out-of-school time efforts

a. To ensure student success our 21st CCLC program will implement strategies recommended by the US DOE as found on the You for Youth web site. These strategies and tools include but are not limited to: Six Core Elements of aligning with the school day; and School Day Logbooks. Site managers will be responsible for serving as a liaison between teachers and 21st CCLC staff. This strategy will also help us meet or exceed standard 13b of the IN-QPSA: Programs establish connections with schools and parents about individual student academic needs and learning goals.

c. Community Stake Holders

City Life Center will create semi-annual monthly reports that provide an overview of how students are progressing toward goals and objectives. CLC will also submit press releases to local news organizations for the purpose of spreading the good news to the community at large.

d. Families of program participants:

City Life Center will continue to utilize the ProCare App to communicate with parents. ProCare has proven to be a highly effect communication tool. Additionally, CLC will utilize each schools Family and Community Engagement staff to partner with schools to utilize their Robocall systems.

e. Describe how new terminology and logos will be incorporated into your program.

The City Kids Programs will be referred to as "City Kids 21st Century Community Learning Center. We will put the words "a 21st Century Community Learning Center" next to, opposite or beneath the City Kids logo depending on the marketing/ promotional item. The logo and language will be used on all program materials, web site, social media and apparel.

PROFESSIONAL DEVELOPMENT

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation	Hours of Training	Total Cost	Funds used to pay for training?	Date	CYC Competency Alignment (if applicable)
First Aid/CPR Training	American Red Cross	Learn 1 st aid and CPR	Increased safety	Site Coordinators	5	\$275	21 st CCLC	TBD 2021	Developmental practice methods
Spring Conference	Indiana Afterschool Alliance	Best practices, obtain new knowledge, understand the afterschool landscape	Improved delivery of services. Increased ability to achieve performance metrics.	Program Manager Site Coord. Youth Dev. Staff	16 hours	\$1300	21 st CCLC	TBD 2021	Professionalism Human diversity Applied human dev Relationship & comm. Developmental practice
IYI Conference	Indiana Youth Institute			Program Manager Site Coord. Youth Dev. Spl.	16 hours	\$1,300	21 st CCLC	TBD 2021	
Mental Health First Aid	Mental Health First Aid USA	Identify, Understand and Respond to kids' mental health needs	Increase impact on student's behavior and overall health outcomes	Executive Director	5 Days	\$3,000	21 st CCLC	TBD 2021	Developmental practice methods
Certificate of Fundraising Management	Lilly School of Philanthropy	Learn how to ensure program sustainability	Long term program sustainability	Program Manager Development staff	54 per person	\$11,880 from grant (\$15,540 total)	21 st CCLC and City Life Center	TBD 2021	Professionalism
Staff requested training	TBD	To better equip staff to serve youth and provide self-care	Healthier staff creates a better environment for students	All staff	10 hours	\$1,500	21 st CCLC, any add'l covered by CLC	TBD 2021/2022	Professionalism Human diversity Applied human dev Relationship & comm. Developmental practice
Annual Planning and PD Retreat				Management team Site Coord. Youth Dev. Spl.	12	\$800	21 st CCLC, any add'l covered by CLC	TBD 2021	
Professional Development Plan Cost:									
Total Estimated Cost						\$20,055	5%		% of Total Budget

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We consider ourselves to be a learning organization and we are deeply committed to ensure our team is competent. We have extensively used Collabornation and Y4Y online platforms to engage key staff in numerous professional development topics. The offerings are wide ranging. Staff are allowed to self-select based on areas that they believe they need to grow and develop. City Life Center staff has completed 457 courses on Collabornation alone.

Topics have included:

- Blended Learning
- Autism and Bullying
- COVID-19: What You Need to Know
- Commitment to Quality in School-Age Programs
- Current Trends and Issues in Out-of-School Time Programs
- Understanding the Behavior of Children and Youth
- And more

All_Learners_20200810-2131_CollaborNation

Learner Name	Courses Passed
Angela Puryear	94
Brianna Smith	39
Christopher Burnett	18
Christopher Ferrill	58
Cierra Holyfield	18
Danielle Sipp	23
Eloise Smith	36
Jasmine Jones	26
Kayla Warren	11
LeAmonte Street	28
Michael Green	18
Natasia Mitchell	12
Nicole Barry	43
Rhonda Miller	18
William Murry	15

The City Life Center Program Manager will also be present all four meetings/training required by 21st CCLC.

EVALUATION

1. Evaluation Plan:

Evaluation of 21st CCLC programming provided by City Life Center will ensure that both implementation and outcomes are assessed and reported for key stakeholders including program staff, school administrators, teachers, parents, and advisory board members. Implementation of high-quality out-of-school-time programming will be conducted through annual site visits to each program site to compare observed program practices to quality-based standards included in the Indiana Afterschool Standards. Interviews and observations conducted during the site visits will provide much of the formative data, although program staff will also collect and use self-assessment data using the IN-QPSA, Indiana Quality Program Self-Assessment. Data from the IN-QPSA, combined with the site visit reports from the external evaluator, will be used to determine the quality of programming delivered to students and their families. Outcome measurement will focus on assessing the extent to which the program progressing toward its performance measures included in the *Program Implementation Table* presented in section 8 of the proposal. Data collection and assessment strategies used to track progress towards performance measures are described in detail below and are noted to the *Program Implementation Table* in section 8.

- **Type of Data to be Collected** – Daily attendance, demographics, and math and reading grades will be collected for each participant. In addition to participant-level data (attendance, grades, etc.) and survey data (teacher, parent, and student surveys) collected by the program staff, Limelight Analytics will also conduct annual site visits to each program site, which will include interviews with staff, observations of program activities, and the collection of various program documents (e.g. lesson plans, program policies).
- **When Data will be Collected** – Data collection will occur throughout the program year, although most analysis and reporting will be performed at the midpoint and end of each school year. Program staff will collect student demographic information and attendance on an ongoing basis. Academic data (e.g., grades, assessment scores) will be collected by program staff each semester and entered in the Cayen Systems 21 APR data management system or provided to Limelight Analytics in Excel files transmitted securely through a designated data portal. These data will be analyzed, and results will be reported during each summer. The table below displays the expected data collection timeline for the 2021-2022 school year. It is expected that a similar timeline will be followed during each year of the grant.

Timeframe	Data Element	Method of Reporting
Ongoing	Participant Attendance & Student Demographics	Cayen Systems 21 APR
Fall 2021	Site Visits: Quality observations; Interviews with program staff	Data collected onsite by Limelight Analytics

March/April 2022	Administer Teacher Survey	Cayen Systems 21 APR
	Administer Parent Surveys Administer Student Surveys	Return to Program Director
June 2022	Grade Data	Cayen Systems 21 APR

- Data Collection Instruments** – Several critical sources of data will rely on existing data such as math and ELA grades. Limelight Analytics will also develop Parent and Student Surveys, and customized site visit observation rubrics based on the Indiana Afterschool Standards. Several performance measures will also be collected and reported by program staff using “End of Year Reporting” templates developed by Limelight Analytics.
- Utilizing Data for Program Improvement** - Limelight Analytics will present results of the evaluation at two points during each project year: (1) following the completion of the site visits at mid-year; and (2) at the end of each project year. Data collected through the site visits will be reported to the Program Director and Site Coordinators during a “work group session” in order to identify high-quality program practices and opportunities for improving program procedures and activities. The objective of the work session will be to use the information gathered from the site visits to develop specific strategies for program improvement and to prepare for the self-assessment process using the IN-QPSA. Outcome data (including progress towards the performance measures) will be presented to program stakeholders at the end of each project year in a written report and through a group presentation (delivered online or in-person). Similar to the mid-year presentation of site visit results, Limelight Analytics will present these results to key program stakeholders and assist in the facilitation of work sessions that involve brainstorming to identify opportunities for ongoing program improvement.

2. Local Evaluator:

City Life Center has retained the services of Limelight Analytics to provide evaluation services for proposed project. Mindy Hightower King, Ph.D., Owner and President of Limelight Analytics, will supervise all aspects of the evaluation, coordinate data collection, and work closely with City Life Center to ensure the results of the evaluation are used for continual program improvement. Dr. King has worked as a program evaluator in applied school settings for the past 20 years, and her work has focused primarily on after school programs, school wellness initiatives, workforce development, and early childhood development. Dr. King’s evaluation work in the afterschool arena has involved the assessment of high-quality program implementation practices in over 250 program sites in Indiana, Kentucky, and Ohio, the assessment of academic and behavioral outcomes, and the development of self-assessment capacity among after school program staff. She spent six years as the project director of the evaluation of the Indiana 21st CCLC Statewide Initiative and four years as the project director of the Kentucky 21st CCLC Statewide Initiative. In addition, she has directed the evaluations of more than 35 after school programs in Indiana administered by both school districts and community-based agencies.

3. Strategies of Measurement:

Included in the proposal are the required performance measures for each of the proposed program sites. As shown in the *Program Implementation Table* in section 8, all performance measures align with one of the three Goals required by IDOE as well as the three Outcome Categories included in the *Indiana 21st CCLC Performance Measurement Framework*: Academic, Social/Behavioral, and Family Engagement. All proposed performance measures represent outcomes (e.g., changes in the knowledge, attitudes and/or behavior of 21st CCLC participants or their family members), as required by IDOE. In addition, the total number of performance measures does not exceed the maximum of 12 allowed by IDOE.

Math and English/Reading performance measures align with academic goals of the program and partner schools and are based on grades. These measures are of particular importance, as they assess the extent to which students exhibit growth (as a group) across the school year. These data will be collected from partnering schools using pre-determined data sharing procedures outlined in the Memorandum of Understanding. These data will be securely stored, using the Cayen Systems 21 APR data management system, and analyzed by Limelight Analytics at the end of each school year.

Although the *Indiana 21st CCLC Performance Measurement Framework* does not require that performance measures include metrics representing program attendance, participants' attendance patterns represent critical indicators of success for delivering consistent levels of academic, social, and behavioral support to Indiana students. As such, program attendance data will be tracked daily for all participants and regularly updated in the Cayen Systems 21 APR data management system. Using reports generated from Cayen Systems, these data will be reviewed quarterly by program leaders and the evaluator to ensure each program site is progressing toward meeting the RAP targets set forth in this proposal.

SAFETY AND TRANSPORTATION

Transportation to and from

Children will be picked up on the designated City Life Center van from school sites. These vans will also be utilized to transport them safely home.

Site	Activities	Travel to	Travel home
Steel City Academy	Academic enrichment, tutoring, meals, arts, affinity-based programming, SEL, recreation	Students remain on campus	Parent Pick Up or Van transportation provided by City Life Center
21 st Century Charter at City Life Center		City Life Center Pick Up	
21 ST Charter of School Site		Students remain on campus	

On-site Safety at school sites

Teachers or designated school staff will escort children to meet Youth Development Specialists in a predetermined room/meeting place on the campus. Anyone picking up a child post-program must **a.** be on the parent approved pick up list and **b.** present a valid ID if picking up a child for the first time. Individuals picking up kids must sign them out. Kids who utilizing City Life Center transportation will be dropped off at their door and the driver will not pull off until driver makes visual confirmation that the child has gone into the home and the door has been closed. During off-site activities staff and volunteers will maintain a chaperone to student ratio of no more than 1:5. Student will wear wristbands with CLC staff contact information on it and will remain in groups throughout the duration of the outing.

On-site Safety at City Life Center Site

Students being picked up/dropped off by parents must be signed in/out by parent or approved pick up person. Students arriving by school or CLC transportation will be signed in by CLC staff upon arrival. City Life Center has secured trained security officers that remain on site the entire time students are present. Attendance is taken daily. Drop off procedures and off-site activities procedures are the same as stated above in the school site section of this proposal.

Needs of Working Families

City Life Center will provide transportation for all families that are unable to arrange for such prior to and after program hours. Children will be picked up from schools and transported to sites and transported from sites to their doorstep after program hours. Drivers will ALWAYS ensure that students go into their homes before leaving for the next drop off.

Hiring Practices & Background Checks

The CLC board of directors set forth policies that govern hiring of personnel. Included in this policy are background checks, criminal history checks, National Sex Offender Registry check and drug testing. Certifications are required based on the job requirements, duties, responsibilities and skill level needed. Employees are offered the opportunity to receive professional development and in some cases assistance in securing certifications and education to ensure a high level of job performance.

Safe facility per IAN Standards on Safety, Health and Nutrition Standard 19 a & c

CLC prioritizes child safety. We will ensure that Indiana Rule 4.6 –“School Age Child Care Program” has been reviewed with all staff and a copy is on site and readily accessible and that “Appendix A” of the “Indiana Afterschool Standards 2012-2013” has been reviewed with all staff and is posted in the program’s indoor spaces.

Site manager will utilize a checklist, based on “Appendix A” at the beginning of each semester and that written procedure, in compliance with school or community procedures or regulations, is in place for reporting any safety hazards. We will maintain a 1:13 staff/volunteer to student ratio to providing appropriate supervision for children/youth in all settings.

Location(s), activities, and safe travel

City Life Center understands that many families in the city of Gary lack adequate and reliable transportation or have working adults who may not be able to pick up kids at the end of the program. To address this need CLC has secured van services to ensure that all children are safely transported to the site (when necessary) and home after the program day ends.

PROGRAM STABILITY

Efforts to increase local capacity

To ensure sustainability beyond the 21st CCLC funding, the CLC has determined to include a \$1,000,000 annual fund campaign to begin FY2021. City Life Center has a strong, energetic and focused board of directors and a team dedicated to fundraising. The CLC board work aggressively to our annual fund goals that ensure organizational and programmatic sustainability. CLC’s Executive Director has attended IUPUI’s Fundraising School and completed the Certificate in Fundraising Management. City Life Center has increased its individual donor giving by an average of 50% over the last two years.

Out of school time programming makes up 90% of programming at City Life Center. Fundraising efforts support activities that ensure that we can continue to deliver OST services. Examples of Annual funding that helps to support City Life Center’s 21st CCLC programming:

- Bethel Church \$30,000 Annually
- John Will Anderson Foundation \$20,000 Annually
- Major Gifts Donations \$60,000 Annually
- Other Grants \$32,000 Annually
- Individual Donations \$72,000 Annually

City Life Center continues to have as its goal to create 15 unique OST sites across the city of Gary, Indiana. As the most capable provider of such opportunities in the city, our fundraising efforts will always be done with that vision in mind.

Goal for one year of programming

Goal	Action	Role	Impact
Implement \$1,000,000 annual fund strategy	Create campaign Create Timeline Develop collateral Launch	Development team Board of Directors	Program sustainability and expansion
Develop two new partnerships with organizations that align with our mission and goals	Research local organizations with the ability to help us achieve goals and objectives on an in-kind basis	Program Administrator	Provides in-kind services that ensures program sustainability and longevity
Entire development team are Certified Fundraising Managers	Development team attends Lilly School of Philanthropy and completes Certificate	Director of Development Program Manager Operations Manager	Gives key staff the tools and techniques to increase organizational revenue and capacity that results in long term sustainability